DOCUMENT RESUME

ED 435 767 UD 033 166

AUTHOR	Lewis, Sharon; Jepson, Jack; Casserly, Michael
TITLE	Closing the Achievement Gaps in Urban Schools: A Survey of Academic Progress and Promising Practices in the Great City Schools. Preliminary Report.
INSTITUTION	Council of the Great City Schools, Washington, DC.
PUB DATE	1999-10-00
NOTE	46p.
PUB TYPE	Numerical/Quantitative Data (110) -- Reports - Research (143)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Academic Achievement; Disadvantaged Youth; *Educational Change; Elementary Secondary Education; Equal Education; Income; Languages; *Minority Groups; Racial Differences; Sex Differences; Tables (Data); *Urban Schools

ABSTRACT

This preliminary report marks the first step in the efforts of a task force formed by the Council of the Great City Schools to reduce the gaps in student achievement by race, income, language, and gender. The report is based on data from 48 major urban school districts. A mixed picture has emerged. Some districts are placing their primary focus on raising achievement for all students and hoping that the gaps will close along the way. Others are taking the opposite approach, focusing on groups with lower achievement. It is clear from this initial review that the United States needs to adopt both strategies simultaneously. It is also clear that the ability of urban school districts to report on their student achievement by race, income, gender, and language varies substantially. Many urban school districts have begun initiatives to address these challenges, but too little is known about the efforts that will actually result in smaller achievement gaps. These preliminary data show that progress is being made, but that there is a long way to go to eliminate achievement gaps. (Contains 12 tables and 1 figure.) (SLD)

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Council of the Great City Schools

Closing the Achievement Gaps in Urban Schools:

A Survey of Academic Progress and Promising Practices in the Great City Schools

Preliminary Report

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Closing the Achievement Gaps in Urban Schools:

A Survey of Academic Progress and Promising Practices in the Great City Schools

Preliminary Report

October 1999

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Acknowledgments

The Council of the Great City Schools thanks its member research and curriculum directors who took time out of their busy schedules to complete this survey and respond to follow-up questions.

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Foreword

Few goals could be more important to American public education today than closing the achievement gaps among students by race, income, language and gender. This goal is particularly critical for the nation's urban public schools because we educate about 40% of all students of color, 35% of students eligible for free and reduced price lunch, and 30% of English language learners in the nation.

The Council of the Great City Schools has embraced this goal by being the first national organization in the country to initiate a task force to close these disparities. A *National Task Force on Closing Achievement Gaps* was formed in 1998 and met for the first time in March, 1999.

This preliminary report marks the first step in the Task Force's efforts to reduce the gaps. It highlights what many of us already know — the disparities in student achievement are too wide and too few of us have moved aggressively enough on this critical challenge. The report, however, lays out very detailed data on a number of urban school districts across the country that are making significant progress. And it annotates many of the most important strategies that urban schools are using to gain more headway. This report, while the first in a series of steps, is designed to stimulate discussion among urban school districts about how we can make a more positive difference for students who have stood too often at the back of society's line of priorities.

The Council of the Great City Schools and its Task Force have examined the efforts and data from 48 major urban school systems across the nation to compile this preliminary report. We have found a mixed picture. Some districts are placing their primary focus on raising achievement levels for all students and hoping that the gaps will close along the way. Others are doing the re-

verse. It was clear from this initial review that we needed to adopt both strategies simultaneously. It was also clear that the ability of many school systems to report on their student **achievement by** race, income, gender and language varies substantially from one city to another. Improving our data, and hence our ability to monitor trends, should be one of our highest priorities.

The number of urban school systems that have launched initiatives to address this challenge is impressive. But we still know too little about what efforts result in smaller gaps. The second phase of this work will entail determining why some urban school districts are showing progress and others are not. From that analysis we hope to design a more comprehensive strategy for urban schools around what works, a national blueprint that all urban districts can use to get the job done. We hope that our efforts will culminate in the ability to provide technical assistance to each other based on what is working in the urban setting.

Finally, the Task Force will be coordinating its work with another national coalition of smaller towns and suburbs that are working on similar issues from their vantage point.

The data in this report show that we are making progress in closing the achievement gaps. It also shows that we have a long way to go to eliminate them. We hope that this preliminary report and the work of the Task Force and the Council of the Great City Schools can improve the opportunities for all our children.

It's a goal that we can all get behind.

Michael Casserly,
Executive Director

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Introduction

At its 1998 Summer Meeting in Los Angeles, the Executive Committee of the Council of the Great City Schools proposed establishing a new task force to address the critical challenge of closing achievement gaps in the nation's urban public school systems. The Board of Directors of the organization enthusiastically embraced this recommendation when it met in San Francisco in October 1998. The result was the *National Task Force on Closing Achievement Gaps* whose members are listed elsewhere in the report.

The objectives of the Task Force were established at its first meeting in March 1999 and included the identification of (1) urban school districts that are closing achievement gaps, (2) promising practices in those districts that are successful in closing those achievement gaps, and the design of (3) effective strategies that all urban school districts could use to close gaps.

To meet these objectives, the Task Force initiated a survey through the membership of the Council of the Great City Schools. That survey was mailed in May 1999 to curriculum and research directors in the organization's then fifty-five cities. Some 87% of the districts responded.

The Task Force has chosen to focus its work on the gap itself and not on the parallel and related goal of raising overall achievement in urban schools.

A working definition of "achievement gap" follows. Table 1 on the following page presents a summary of survey results for each district. Figure 1 aggregates those responses. Following Figure 1 are district-by-district descriptions of strategies that are being used to close achievement gaps. Tables 2-11 shows concrete evidence of progress in closing the achievement gaps in several urban school districts. These districts have closed gaps in one or more subjects between whites and non-whites and/or advantaged and less advantaged students. All achievement data have been rounded to the nearest whole number.

Definitions of Achievement Gaps:

African American, Hispanic, Native American and other students score lower, as groups, than white students on standardized achievement tests (both criterion and norm-referenced).

Students of lower socio-economic status score lower, as groups, than students of middle or higher socio-economic status on standardized achievement tests (both criterion and norm-referenced).

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Summary of Survey Responses

Table 1

District	Formal Policy	Task Force	Program	Practices	Progress	Race/ Ethnicity	Gender	SES/ Income	Do not Disaggregate
Anchorage					X	X	X	X	
Atlanta						X	X	X	
Baltimore						X	X		
Birmingham		X		X	X	X	X		
Boston	X		X		X	X	X		
Broward County		X	X		X	X	X	X	
Buffalo						X	X		
Charlotte	X	X	X	X	X	X	X	X	
Chicago									X
Cleveland									
Columbus	X		X			X	X	X	
Dallas	X					X	X	X	
Dayton									
Denver						X	X		
Des Moines								X	
Detroit		X	X		X	X	X	X	
El Paso					X	X	X	X	
Fort Worth			X	X	X	X	X	X	
Fresno				X		X			
Houston				X	X	X	X	X	
Indianapolis						X	X	X	
Long Beach						X	X	X	
Los Angeles	X	X	X	X	X	X	X	X	
Jefferson County		X		X	X	X	X	X	
Memphis		X		X	X	X	X	X	
Miami-Dade County		X	X	X	X	X	X	X	
Milwaukee									
Minneapolis	X	X		X	X	X	X	X	
Nashville	X	X	X		X	X	X	X	
New Orleans		X				X	X	X	
New York						X	X	X	
Newark	X	X	X		X				X
Norfolk		X	X	X	X	X	X	X	
Oakland	X	X		X		X	X		
Oklahoma City					X	X	X	X	
Omaha									
Orange County	X		X			X	X	X	
Philadelphia		X		X	X	X	X	X	
Pittsburgh	X				X	X	X	X	

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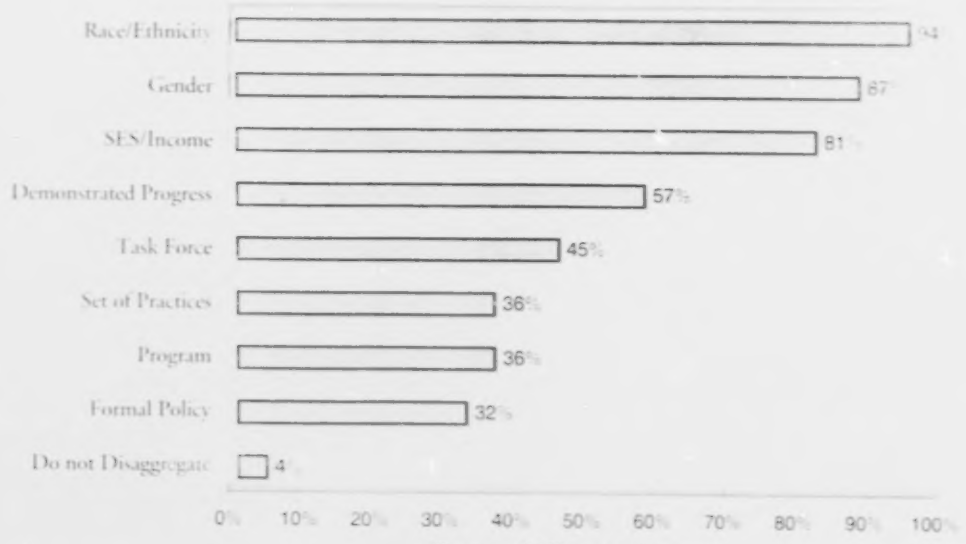
Table 1 continued

District	Formal Policy	Task Force	Program	Practices	Progress	Race/ Ethnicity	Gender	SES/ Income	Do not disaggregate
Pittsburgh	X				X	X	X	X	
Portland									
Providence									
Richmond			X		X	X	X	X	
Rochester		X	X			X	X	X	
Sacramento						X	X	X	
Salt Lake City	X	X	X		X	X	X	X	
San Antonio				X	X	X	X	X	
San Diego	X	X	X	X	X	X	X	X	
San Francisco	X	X	X		X	X	X	X	
Seattle					X	X	X	X	
St. Louis						X	X	X	
St. Paul				X		X		X	
Toledo		X		X		X		X	
Tucson	X	X	X		X	X	X	X	
Washington, DC									

CGCS Achievement Gap Survey Results



Percent of Affirmative Responses

N=48

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District-by-District Summaries

Anchorage

Anchorage Public Schools have focused on requiring student performance standards in reading, writing, and mathematics. Anchorage has also revised teacher and administrator performance standards and evaluation procedures in order to close achievement gaps.

Anchorage reports that their K-3 reading initiative, Grade 7-12 summer school, *Six-Trait Writing Assessment*, smaller class sizes, and middle school teams have been the most effective strategies in closing achievement gaps.

Atlanta

Atlanta Public Schools are in the first year of their *Urban Systemic Initiative*, which will address achievement gaps in district schools.

Baltimore

Baltimore's master plan focuses on improving achievement of all students. Baltimore's student population is 86% African-American, therefore, the emphasis is on closing the achievement gap between the students statewide and those in Baltimore Public Schools. Baltimore's students are currently scoring well below the state average. The district has implemented many whole-school reform models which are designed to significantly improve student achievement.

Birmingham

The district has implemented several activities such as strategic planning and partnerships with the *National Commission on Teaching and America's Future* that are designed to improve achievement across the district.

The district is 96% African-American so the emphasis is on improving achievement of all students.

Boston

Boston Public Schools have made closing the achievement gap a top priority, establishing explicit goals for closing the disparities by school year 2002-2003 as outlined in their *Focus on Children* report. Their key strategy for closing the gap is the implementation of high academic learning standards in every subject area and at every grade level. In accordance with their goals, Boston has implemented an *Action Plan for Closing the Achievement Gap* and a transition services program.

Broward County

Broward County (Fort Lauderdale) is currently using several programs, including *Upward Bound*, *Saturday Science*, and *Alliance of Quality School* which are designed to close achievement gaps in their schools.

Key characteristics of these programs include providing: specific direct instruction and balanced reading curriculum; academic coaches assigned to schools but hired, monitored, and trained by staff at central office; extensive prin-

cipal training and monthly meetings, frequent data analysis and monitoring; early identification of program participants; and ongoing support to teachers.

Broward County reports that its most effective strategies for closing achievement gaps have been: first-grade focus on class size reduction and training for curriculum specialists, and *Alliance of Quality Schools, Middle School Big Picture* (extension of Alliance in middle school), *Middle and High School Intensive Care Academics*, and *Upward Bound Support Teams* programs.

At-risk populations in Broward have registered particularly strong improvement on the Florida writing assessment. The gap between students in low-poverty schools and students in high poverty schools decreased from 53 percentage points to 24 percentage points while the gap between White and Black students decreased from 24 to 18 percentage points. The gap between LEP (limited English proficient) and non-LEP students also decreased from 24 to 12 percentage points.

Buffalo

Buffalo maintains data on student achievement by race/ethnicity and gender. The district is still working to improve the performance of all students and to close the achievement gap.

Charlotte

The Charlotte-Mecklenburg Public School System has formally adopted a series of achievement goals that include reducing the disparity in student achievement between racial/ethnic cohorts, gender, and socioeconomic status to no greater than 10 percentage points. In addition to their formally adopted achievement goals, Charlotte Public Schools have also implemented a series of Project Charters to reach their adopted strategic plan, "*Achieving the CMS Vision: Equity and Student Success*".

Charlotte has also implemented programs such as *Advancement Via Individual Determination (AVID)* and *Vertical Teaming* to specifically address achievement gaps. The most critical characteristics of these programs are the focus on study and student success skills, student support, and increased parental involvement.

In addition to *AVID* and *Vertical Teaming*, increased parental involvement, central office collaboration, and professional development have been the most effective strategies in closing gaps in the Charlotte-Mecklenburg School System.

Chicago

Chicago Public Schools have implemented programs, which focus on improving achievement for all students. Overall district scores have continued to increase. Student test score data are disaggregated upon request.

Columbus

Columbus Public Schools have implemented an equity policy that requires that the educational needs of students be taken into account when distributing educational resources. Students with the most severe educational needs are afforded greater resources.

Columbus reports that their most effective strategies in closing achievement gaps have been increased time on task, alignment with state learning standards and assessments (both formal and informal), improved instructional strategies, and clear expectations for students and staff related to student achievement.

Dallas

The Dallas Independent School District has a practice of disaggregating student achievement data by race/ethnicity, gender, and socioeconomic status.

Hispanic students have continued to close the gap in Mathematics for the 1997-98 and 1998-99 school years.

Denver

Denver disaggregates student achievement by race/ethnicity and gender. The district is engaged in many practices that are designed to improve student achievement.

Des Moines

Des Moines Public Schools disaggregate achievement data by socioeconomic status/income. The overall focus of the district is to improve student achievement for all students.

Detroit

Detroit Public Schools use a standards-based exit skills program that drives improved achievement. Achievement data are used to refer children to summer learning academies and other intervention programs.

In collaboration with the county's regional educational service agency and through the district's school improvement effort, a technical assistance team has been created to provide direct support to low-achieving schools.

Local school improvement plans that include aligning instructional activities and assessment data have proven to be very effective in Detroit schools. Individual schools have also been taught to analyze their test scores with *Gap Analysis* techniques and then focus their instructional activities based on that analysis.

El Paso

Although the El Paso School District does not have a formal policy to address achievement gaps, TAAS (Texas Assessment of Academic Skills) test results show that gaps in the district have narrowed. While test scores for almost all groups improved in 1998, the achievement gaps for advantaged and disadvantaged, and students of color and white students in grades 3,4, 5, and 7 were reduced, in some cases, to all-time lows.

Fort Worth

The Fort Worth Independent School District reports that their *Elementary Schools Initiative* and a set of programs specifically designed to close achievement gaps are producing significant results.

The key features of these programs and practices include: instructional support teams, district-wide tutoring programs, new reading programs, a strong mathematics initiative, restructuring of bilingual programs, benchmark testing and interpretation, reconstituting staff, and additional staff development, all of which have proven to be effective.

Fresno

The Fresno Unified School District has implemented its *Academic Standards Recommendations* and *Vision for Success* specifically to close achievement gaps.

The most critical features of these practices are:

literacy training for middle and high school staff, multiple measures for reporting student achievement, literacy training for middle and high school staff, intervention plans for students' reading two years or more below grade levels, direct reading instruction in secondary schools, and individualized annual school goals to improve student achievement.

Among these practices, the most effective have been identifying annual achievement goals, early identification of at-risk students, conducting literacy training, and implementing reading intervention plans.

Houston

The Houston Independent School District does not have a formal policy to reduce the achievement gap but does follow the state accountability system that addresses subgroup achievement.

Since the school district has site-based management, individual schools select programs that they feel best address the particular needs of their student populations. Critical features of the programs currently in use are: promotion standards for all students in grades 1-3 in reading and 4-8 in reading and math, summer school as well as after school tutorials, reading intervention teachers for grades 1-3, and reading and math initiatives.

Monitoring student and school performance through the state and district accountability systems, as well as providing academic interventions during the school year and for a four-week summer school, have proven to the most effective strategies in closing achievement gaps in Houston.

Indianapolis

Indianapolis Public Schools have a practice of disaggregating student achievement data by race/ethnicity, gender, and socioeconomic status. The district focuses on improving student achievement of all students.

Jefferson County

Jefferson County (Louisville) has created a *Diversity System Task Force* to address the achievement gaps in its district's schools. The primary goal of the task force is to reduce the achievement gap in reading, writing, and math by 10% between students of different racial/ethnic and SES groups as measured by the *Kentucky Instructional Results Information System* (KIRIS). In addition, the three Deputy Superintendents in charge of instruction at the elementary, middle, and high school levels are responsible for closing achievement gaps at their respective schools.

The most important strategies in Jefferson County's Public Schools have been: disaggregating test scores, dropout, and enrollment data for review by school/district teams; developing strategies based upon those reviews; monitoring student enrollment by race/ethnicity in *Gatekeeper* courses (Algebra and Biology); requiring all 10th graders to take the PSAT test; and developing safety net programs.

Among these practices, the most effective have proven to be disaggregating data, school monitoring teams, and tracking enrollment in *Gatekeeper* courses by race/ethnicity.

Long Beach

The Long Beach Unified School District disaggregates student achievement data by race/ethnicity, gender, and socioeconomic status. The district focuses on improving student achievement for all students.

Los Angeles

The Los Angeles Unified School District has implemented a *Superintendent's Action Plan for School Improvement*, as well an *Interventions Task Force*, to address achievement gaps. Los Angeles has also adopted a *District Extended Learning Program (DELP)*, and a variety of practices to help close achievement gaps in its district.

Among the practices and programs adopted, the most successful ones have included; mandatory literacy intervention; 12 hours of required teacher training; reduced average class size to 10 in critical courses; required student data collection; and extended learning time, including after school, Saturday and/or multi-track school programs.

Memphis

Memphis City Schools have been using the *Urban Systemic Initiative* to address achievement gaps in its district.

The most promising practices in Memphis have been: establishing accountability for student performance of sub-groups based on prior performance; addressing non-academic barriers to learning; eliminating all lower-level coursework from high school curricula; providing extensive professional development for school staff; and supporting schools in designing and selecting standards based curriculum materials.

Among these practices, the most effective strategies for closing achievement gaps have been extended learning opportunities, especially those with a specific content focus (like Algebra Camp) and the elimination of lower level courses at the high school level.

Since the 1994-95 school year, the percentage of African-American graduates who have earned an honors diploma has more than doubled.

Miami-Dade County

Miami-Dade County Public Schools have created a *Narrowing the Achievement Gap Task Force*, implemented the *National Science Foundation Urban Systemic Initiative*, and implemented a *Comprehensive Reading Plan.*

The most successful practices in Miami-Dade County have been enhancing professional development for staff; implementing strategies to increase the achievement level of all students in higher level math and science courses with a particular emphasis on underrepresented students; requiring Algebra I for high school graduation; providing additional support for students including after school tutoring and mentoring; working with successful minority role models; providing Saturday enrichment opportunities; conducting a formal assessment of students' reading proficiency in the fall and spring based on the *Scholastic Reading Inventory;* and mandating a *Student Performance Plan Conferencæ* for each student identified as reading below proficiency.

Minneapolis

Minneapolis Public Schools have developed a *Strategic Direction Plan* whose first goal is to eliminate achievement gaps. The district has also developed an accountability framework based on that plan. The most successful strategies have been the district's accountability system and the school improvement and professional development plans implemented as part of the *District Improvement Agenda.*

Nashville

Metropolitan Nashville Public Schools have developed an *Accountability Framework* that includes academic goals to reduce the achievement gap between socio-economic groups by 25% or more and to reduce the cohort dropout rate for high school students to 10% or less by the year 2001.

Nashville has also implemented an *Enhanced Option Schools* program specifically designed to close achievement gaps. The key features of this program include small class size, pre-k classes, extended school year (220 days), extended school day, and a focus on reading. Extending the school year and reducing class size have proven to be the most effective.

Newark

Newark Public Schools have implemented a promotion policy and a *Public Schools Education Plan* to close achievement gaps, as well as an *Early Warning Test* to monitor the performance of its students.

The new algebra and writing initiatives have proven to be the most effective strategies in closing achievement gaps in Newark.

New Orleans

New Orleans Public Schools disaggregate student achievement data by race/ethnicity, gender, and socioeconomic status. They have several programs designed to improve achievement and to close the gaps.

New York City

New York City Public Schools disaggregate student achievement data by race/ethnicity, gender, and socioeconomic status. The district has increased overall student achievement. New York City is implementing a number of strategies to close the achievement gap.

Norfolk

The Norfolk Public School System has formed a *Community Assistance with the Standards of Learning (SOL) Task Force* to address achievement gaps.

Norfolk has also implemented a variety of efforts to close the achievement gap between cohorts. The most critical features of these initiatives include additional instructional assistance/time by extending the school day through Saturday and mandatory summer school programs for elementary and middle school students; early childhood programs for 3 and 4 year-old children residing in high poverty areas; and a comprehensive parental and community involvement plan that includes volunteers as tutors/mentors for students.

Norfolk has found that extended instructional time, smaller class sizes in community schools and the addition of trained instructional specialists in Title I schools have proven to be the most effective strategies in closing achievement gaps in the district.

Oakland

The Oakland Unified School District has a *Voluntary Resolution Plan* (VRP) that addresses racially disproportionate discipline practices in the district. The District has also established an *African-American Education Task Force*, as well as a *Latino Education Task Force*, whose critical features include mentoring, professional development, and parent/family outreach to reduce achievement gaps in city schools.

Oklahoma City

Closing achievement gaps is a high priority in the Oklahoma City School District. Providing and reviewing student outcome data with principals and teachers has proven to be an effective strategy in addressing the disparities in achievement.

Recent data from the Iowa Test of Basic Skills indicate that the achievement gap between black and white, as well as between low SES and non-low SES third graders has narrowed in Oklahoma City Public Schools.

Orange County

Orange County Public Schools (Orlando) have implemented programs such as *Success For All* and *Reading Recovery* in high priority, high poverty schools to address achievement gaps.

A heightened focus on student learning has recently produced increased test scores for all groups.

Philadelphia

The School District of Philadelphia has initiated *The Urban Systemic Initiative* and has implemented a *Multiracial-Multicultural-Gender Education Policy (Policy 102) Committee* to address achievement gaps in the district.

Philadelphia's *Children Achieving* program stresses nine goals, which, if attained, would eliminate achievement gaps. These goals include high expectations for all students, performance monitoring and disaggregating achievement results, improving student support, ensuring that all students can reach high standards, enhancing professional development of teachers, ensuring that all students are ready for school, increasing local decision making, improving public outreach, enhancing current technology, and providing adequate resources.

Pittsburgh

Pittsburgh Public Schools are addressing achievement gaps through individual school *Comprehensive Educational Improvement Plans* (CEIP). A focus on literacy in all grades, and on the professional development of principals, have proven to be key practices to close achievement gaps.

Richmond

Richmond Public Schools have implemented the *National Science Foundation's: Gateway to The 21st Century* program and the district's own *ANSWER* program to close achievement gaps. The NSF program focuses on the achievement of African-American students, specifically in mathematics and science.

Among the strategies employed by the Richmond schools, the most effective have been early reading initiatives, intervention strategies for average students, introduction of algebraic thinking at the elementary level, and Title I/IV program integration.

Rochester

The district's Instructional Cabinet has the responsibility of developing and implementing programs designed to close achievement gaps. The district disaggregates student performance by race/ethnicity and socioeconomic status.

Sacramento

The Sacramento City Unified School District disaggregates student achievement data by race/ethnicity, gender, and socioeconomic status. The district has implemented a number of strategies designed to improve student achievement.

Salt Lake City

The Salt Lake City School District has adopted a strategic plan specifically designed to ensure high levels of student learning and performance. The district has also implemented a *Community Governing Board*, a *Vanguard Guidance Team*, a *Coordinating Council*, and *School Site Teams* to address achievement gaps.

Salt Lake City has found that in depth use of achievement data; school-based, data driven improvement planning and accountability; district-wide school reform and literacy focus; and professional development have proven to be successful for the district.

The most effective strategies in closing achievement gaps include district-wide school reforms focus, the in-depth analysis of data for planning and accountability, and school level decision making.

San Antonio

The San Antonio Independent School District is in the process of developing content standards for all grades. Standards are currently in place for grades 6-12 in the four major content areas. Implementation in the elementary grades will begin next school year. In addition, the district is also adding an early literacy program.

San Diego

The San Diego Unified School District has formally adopted policies to annually review student achievement results, disaggregated by race/ethnicity, and to develop comprehensive strategies to eliminate disparities. The district's Academic Achievement Council also focuses on reducing achievement gaps.

San Francisco

The San Francisco Unified School District has formally adopted a series of Superintendent's priorities, philosophical tenets, and school district goals in order to close achievement gaps.

In addition, the district has initiated a *Task Force on African-American Achievement* and implemented after school, dropout prevention, and mentoring programs. Although the 1998-99 school year was the pilot year of these programs, the district has demonstrated progress in closing achievement gaps.

St. Louis

St. Louis Public Schools adhere to the same policies as the state of Missouri in closing achievement gaps. The district also disaggregates student test score data by race/ethnicity and gender.

St. Paul

St. Paul Public Schools are site-based managed, allowing individual schools to use a wide range of practices and programs including: *Reading Recovery, Sylvan Learning, Success for All, Early Intervention in Reading, Discourse Technologies, Computer Curriculum Corporation, Accelerate Reader,* and *Multicultural Excellence* programs.

Toledo

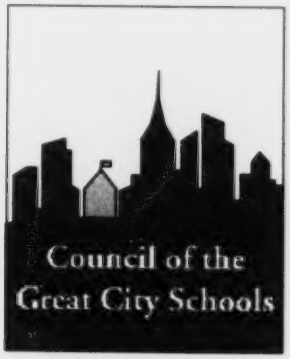
The Toledo Public School System has established a school improvement committee to address achievement gaps among students.

Although no specific program has been implemented, Toledo is currently using *Direct Instruction* and *Success for All* as vehicles to reduce achievement gaps in city schools.

Tucson

The Tucson Unified School District has created an *Attack the Gap* initiative and a school improvement strategy for fall 1999. The initiative includes eight new quality standards that define academic expectations for the district.

A focus on effective instructional practices, balanced literacy, instructional checklists, student interventions, and innovative school based programs have proven to be the key features of Tucson's efforts to close achievement gaps.



Evidence of Progress

The following tables provide "evidence of progress" that urban school districts are making toward closing achievement gaps. Data are displayed for districts that are closing the achievement gaps for white and non-white students and/or for advantaged and less advantaged students. All data have been rounded to the nearest whole number.

Districts have demonstrated progress in selected grades and for some content areas. Although progress has been made, we are unable to identify any one district that has closed the gap for all grades and for all content areas.

The data show that a small number of urban districts have made significant progress toward closing achievement gaps and that much work remains to be done before those gaps can be totally eliminated.

Boston Public Schools
Percent Scoring At/Above Basic on Stanford-9 Achievement Test

	1996	1998	Change in Gap 1996-98
Grade 5			
Math			
Black	56	59	
(Gap between Black and White)	23	21	3
White	79	80	
(Gap between Hispanic and White)	19	16	3
Hispanic	60	64	
Grade 6			
Reading			
Black	76	80	
(Gap between Black and White)	14	10	4
White	90	90	
(Gap between Hispanic and White)	22	14	8
Hispanic	68	76	
Math			
Black	38	45	
(Gap between Black and White)	29	25	4
White	67	70	
(Gap between Hispanic and White)	30	21	9
Hispanic	37	48	
Grade 7			
Reading			
Black	76	82	
(Gap between Black and White)	17	13	4
White	93	95	
(Gap between Hispanic and White)	24	21	3
Hispanic	69	73	
Grade 9			
Reading			
White	87	90	
(Gap between Hispanic and White)	23	23	1
Hispanic	64	67	
Math			
Black	26	39	
(Gap between Black and White)	42	36	6
White	68	75	
(Gap between Hispanic and White)	40	35	5
Hispanic	28	40	
Grade 11			
Reading			
White	85	86	
(Gap between Hispanic and White)	39	32	7
Hispanic	46	54	

African-American students closed the gap for Math in grades 5, 6, and 9 and for Reading in grades 6 and 7. Hispanic students closed the gap in Math in grades 5, 6, and 9 and for Reading in grades 5, 7, 9, and 11.

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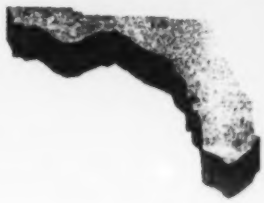
Broward County Public Schools
Percent Scoring At or Above 3.0 on Florida Writing Assesment
1994-95 to 1997-98

	1994-95	1995-96	1996-97	1997-98	Change in Gap 94-98
Grade 4					
Black	21	29	31	61	
(Gap between Black and White)	44	44	43	22	22
White	65	73	74	83	
Gap between Hispanic and White)	12	7	8	6	6
Hispanic	53	66	66	76	
LEP	19	32	30	66	
(Gap between LEP and Non-LEP)	17	11	13	6	11
Non-LEP	36	43	44	72	
Grade 8					
Black	50	76	70	60	
(Gap between Black and White)	26	17	21	25	2
White	76	93	90	85	
Gap between Hispanic and White)	14	8	10	7	7
Hispanic	62	85	81	78	
LEP	45	77	70	63	
(Gap between LEP and Non-LEP)	22	10	13	14	8
Non-LEP	67	87	83	77	
Grade 10					
Black	60	59	76	76	
(Gap between Black and White)	26	25	16	14	12
White	86	84	92	90	
Gap between Hispanic and White)	13	8	8	8	5
Hispanic	73	76	84	82	
LEP	47	54	67	68	
(Gap between LEP and Non-LEP)	31	23	20	18	13
Non-LEP	78	77	87	85	
4th.8th& 10th Grade					
Black	40	52	56	65	
(Gap between Black and White)	25	21	19	18	6
White	65	73	74	83	
Gap between Hispanic and White)	12	7	8	6	6
Hispanic	53	66	66	76	
LEP	33	51	52	65	
(Gap between LEP and Non-LEP)	24	15	16	12	12
Non-LEP	57	66	69	77	



African-American, Hispanic and LEP students closed achievement gaps in writing for grades 4, 8, and 10. Furthermore, African-American fourth graders closed the gap by a remarkable 22 percentage points in the four-year period.

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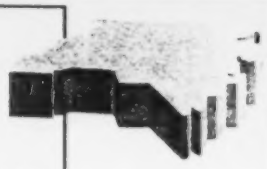
Evidence of Progress

Charlotte-Mecklenburg Schools

Percent of Students Reading At or Above Grade Level
North Carolina End-of-Grade Reading Test

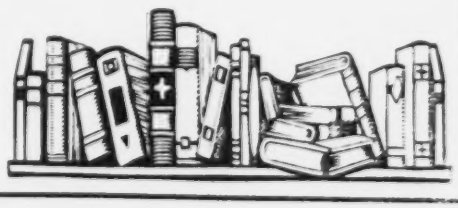


	1995-96	1996-97	1997-98	Change in Gap 96-98
Grade 3				
Black	39	39	48	
(Gap between Black and White)	39	42	35	4
White	78	81	83	
Free/Reduced Lunch	34	37	45	
(Gap between Free and Paid Lunch)	42	42	37	5
Paid Lunch	76	79	82	

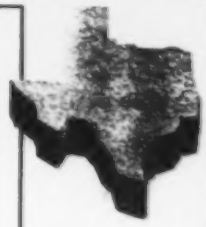
Percent of Students Completing Geometry

	1995-96	1996-97	1997-98	Change in Gap 96-98
Grade 10				
White	69	68	69	
(Gap between White and Other)	13	16	10	3
Other	56	52	59	
Free/Reduced Lunch	23	24	26	
(Gap between Free and Paid Lunch)	39	36	35	4
Paid Lunch	62	60	61	

Charlotte students have made progress in both Math and Reading. For grade 3 African-American students narrowed the gap by 4 percentage points while Free/Reduced Lunch students made similar gains, narrowing the gap with their counterparts by 5 percentage points. Non-white and Free/Reduced Lunch students also demonstrated progress in completing grade 10 Geometry, narrowing the achievement gap by 3 and 4 percentage points respectively.



El Paso Independent School District



Texas Assessment of Academic Skills (TAAS)-Percent Meeting Minimum Expectations 1994-1998 All Tests Taken

	1994	1995	1996	1997	1998	Change in Gap 94-98
Grade 3						
Hispanic	51	57	65	66	68	
(Gap between Hispanic and White)	21	20	13	17	17	4
White	72	77	78	83	85	
(Gap between Black and White)	33	34	23	20	19	14
Black	39	43	55	63	66	
Economically Disadvantaged	48	53	61	62	66	
(Gap)	20	22	16	21	19	1
Non-Economically Disadvantaged	68	75	77	83	85	
Grade 4						
Hispanic	47	55	55	63	70	
(Gap between Hispanic and White)	17	17	18	19	14	3
White	64	72	73	82	84	
(Gap between Black and White)	26	29	29	32	23	3
Black	38	43	44	50	61	
Economically Disadvantaged	43	51	51	60	68	
(Gap)	21	19	23	20	14	7
Non-Economically Disadvantaged	64	70	74	80	82	
Grade 5						
Hispanic	50	58	64	68	82	
(Gap between Hispanic and White)	20	20	18	20	10	10
White	70	78	82	88	92	
(Gap between Black and White)	28	24	30	27	20	8
Black	42	54	52	61	72	
Economically Disadvantaged	46	55	60	65	79	
(Gap)	23	20	20	22	13	10
Non-Economically Disadvantaged	69	75	80	87	92	
Grade 6						
Hispanic	45	42	52	62	62	
(Gap between Hispanic and White)	26	30	32	25	25	1
White	71	72	84	87	87	
(Gap between Black and White)	39	28	28	25	29	10
Black	32	44	56	62	58	

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El Paso Independent School District

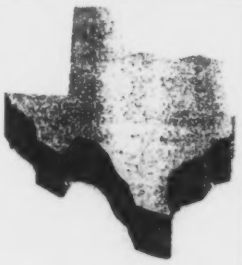
Texas Assessment of Academic Skills (TAAS)-Percent Meeting Minimum Expectations 1994-1998 All Tests Taken

	1994	1995	1996	1997	1998	Change in Gap 94-98
Grade 7						
Hispanic	44	44	52	62	67	
(Gap between Hispanic and White)	27	30	29	24	23	4
White	71	74	81	86	90	
(Gap between Black and White)	25	39	25	18	18	7
Black	46	35	56	68	72	
Economically Disadvantaged	41	40	49	58	64	
(Gap)	24	25	27	26	22	2
Non-Economically Disadvantaged	65	65	76	84	86	
Grade 8						
White	62	65	75	83	87	
(Gap between Black and White)	27	32	31	22	25	2
Black	35	33	44	61	62	
Economically Disadvantaged	30	28	39	51	56	
(Gap)	26	24	29	25	24	2

African-American students have narrowed the gap for all tests taken with their White counterparts in grades 3 through 8. Hispanic students have also narrowed the gap in grades 3 through 7. Economically disadvantaged students have narrowed the gap with their counterparts in grades 3 through 8.

Ft. Worth School District
Percent Passing Texas Assessment of Academic Skills (TAAS)

	1994	1999	Change in Gap 94-99
Grade 3			
Reading			
Hispanic	62	82	
(Gap between Hispanic and White)	23	11	12
White	85	93	
(Gap between Black and White)	28	20	8
Black	57	73	
Math			
Hispanic	44	74	
(Gap between Hispanic and White)	34	14	20
White	78	88	
(Gap between Black and White)	39	28	11
Black	39	60	
Grade 4			
Reading			
Hispanic	63	79	
(Gap between Hispanic and White)	26	14	12
White	89	93	
(Gap between Black and White)	35	17	18
Black	54	76	
Writing			
Hispanic	75	81	
(Gap between Hispanic and White)	14	10	4
White	89	91	
(Gap between Black and White)	22	15	7
Black	67	76	
Math			
Hispanic	44	78	
(Gap between Hispanic and White)	32	13	19
White	76	91	
(Gap between Black and White)	42	22	20
Black	34	69	
Grade 5			
Reading			
White	87	93	
(Gap between Black and White)	30	21	9
Black	57	72	
Math			
Hispanic	47	83	
(Gap between Hispanic and White)	29	11	18
White	76	94	
(Gap between Black and White)	38	18	20
Black	38	76	
Grade 6			
Reading			
Hispanic	56	70	
(Gap between Hispanic and White)	30	20	10
White	86	90	



Ft. Worth School District
Percent Passing Texas Assessment of Academic Skills (TAAS)

	1994	1999	Change in Gap 94-99
Grade 6			
Math			
Hispanic	40	76	
(Gap between Hispanic and White)	35	15	20
White	75	91	
(Gap between Black and White)	44	23	21
Black	31	68	
Grade 7			
Reading			
Hispanic	61	65	
(Gap between Hispanic and White)	27	24	3
White	88	89	
(Gap between Black and White)	31	26	5
Black	57	63	
Math			
Hispanic	40	67	
(Gap between Hispanic and White)	33	20	13
White	73	87	
(Gap between Black and White)	39	26	13
Black	34	61	
Grade 8			
Reading			
Hispanic	60	75	
(Gap between Hispanic and White)	25	18	7
White	85	93	
(Gap between Black and White)	29	21	8
Black	56	72	
Writing			
White	84	91	
(Gap between Black and White)	34	19	15
Black	50	72	
Math			
Hispanic	40	71	
(Gap between Hispanic and White)	30	21	9
White	70	92	
(Gap between Black and White)	40	30	10
Black	30	62	
Grade 10			
Reading			
Hispanic	60	72	
(Gap between Hispanic and White)	28	21	7
White	88	93	
(Gap between Black and White)	33	16	17
Black	55	77	
Writing			
Hispanic	63	76	
(Gap between Hispanic and White)	30	19	11
White	93	95	
(Gap between Black and White)	29	14	15
Black	64	81	
Math			
Hispanic	35	66	
(Gap between Hispanic and White)	39	20	19
White	74	86	
(Gap between Black and White)	48	25	23
Black	26	61	

The Fort Worth School District has made significant progress in closing achievement gaps as witnessed by their TAAS scores from 1994 to 1999. Over the past five years, African-American students have closed the gap in Math and Reading for grades 3-8 and 10, and in Writing for grades 4, 8, and 10. Hispanic students made similar gains, narrowing gaps in Reading for grades 3, 4, 6, 7, 8, and 10, in Math for grades 3-8 and 10 and in Writing for grades 4 and 10.

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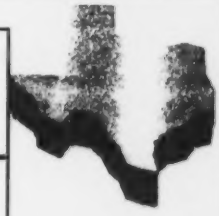
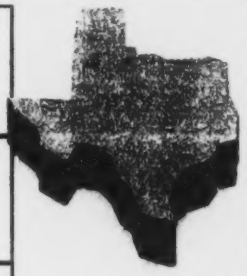


Houston Independent School District
Percent Passing Texas Assessment of Academic Skills(TAAS)
Reading and Math Scores 1994 to 1998

	1994	1995	1996	1997	1998	Change in Gap 94-98
Grade 3						
Reading						
Hispanic	69	70	74	75	82	
(Gap between Hispanic and White)	21	21	19	19	13	8
White	90	91	93	94	95	
(Gap between Black and White)	24	27	20	18	12	12
Black	66	64	73	76	83	
LEP	67	69	72	76	83	
(Gap between LEP and Non-LEP)	5	5	5	3	2	3
Non-LEP	72	74	77	79	85	
Economically Disadvantaged	65	68	72	75	82	
(Gap)	18	15	16	12	10	8
Non-Economically Disadvantaged	83	83	88	87	92	
Math						
Hispanic	52	59	72	74	74	
(Gap between Hispanic and White)	28	26	18	18	18	10
White	80	85	90	92	92	
(Gap between Black and White)	31	28	21	22	19	12
Black	49	57	69	70	73	
LEP	56	64	74	76	80	
(Gap between LEP and Non-LEP)*	0	-1	0	-1	-4	4
Non-LEP	56	63	74	75	76	
Economically Disadvantaged	48	57	69	71	72	
(Gap)	21	17	17	13	15	6
Non-Economically Disadvantaged	69	74	86	84	87	
Grade 4						
Reading						
Hispanic	68	73	74	81	89	
(Gap between Hispanic and White)	21	19	17	14	9	12
White	89	92	91	95	98	
(Gap between Black and White)	26	26	18	18	12	14
Black	63	66	73	77	86	
LEP	57	64	67	75	85	
(Gap between LEP and Non-LEP)	15	10	11	7	5	10
Non-LEP	72	74	78	82	90	
Economically Disadvantaged	65	68	72	78	87	
(Gap)	15	15	15	11	7	8
Non-Economically Disadvantaged	80	83	87	89	94	
Math						
Hispanic	52	59	72	74	74	
(Gap between Hispanic and White)	25	27	19	20	22	3
White	77	86	91	94	96	
(Gap between Black and White)	36	35	21	25	19	17
Black	41	51	70	69	77	
LEP	42	56	75	77	81	
(Gap between LEP and Non-LEP)	10	6	2	0	3	7
Non-LEP	52	62	77	77	84	

*negative sign denotes that LEP students have outperformed their Non-LEP counterparts

Houston Independent School District
Percent Passing Texas Assessment of Academic Skills(TAAS)
Reading and Math Scores 1994 to 1998



	1994	1995	1996	1997	1998	Change in Gap 94-98
Grade 4						
Math						
Economically Disadvantaged	44	54	73	73	81	
(Gap)	20	19	13	11	9	11
Non-Economically Disadvantaged	64	73	86	84	90	
Grade 5						
Reading						
Hispanic	67	74	80	82	88	
(Gap between Hispanic and White)	24	18	15	14	9	15
White	91	92	95	96	97	
(Gap between Black and White)	27	24	17	15	11	16
Black	64	68	78	81	86	
LEP	48	58	68	69	76	
(Gap between LEP and Non-LEP)	24	19	69	17	14	10
Non-LEP	72	77	84	86	90	
Economically Disadvantaged	64	70	78	81	86	
(Gap)	18	13	13	10	8	10
Non-Economically Disadvantaged	82	83	91	91	94	
Math						
Hispanic	53	65	78	85	90	
(Gap between Hispanic and White)	29	23	14	10	6	23
White	82	88	92	95	96	
(Gap between Black and White)	36	35	25	18	12	24
Black	46	53	67	77	84	
LEP	42	57	70	81	84	
(Gap)	16	8	7	3	5	11
Non-LEP	58	65	77	84	89	
Economically Disadvantaged	48	58	72	81	86	
(Gap)	22	16	13	8	7	15
Non-Economically Disadvantaged	70	74	85	89	93	
Grade 6						
Reading						
Hispanic	54	63	56	68	67	
(Gap between Hispanic and White)	30	28	35	25	29	1
White	84	91	91	93	96	
(Gap between Black and White)	29	28	26	18	17	12
Black	55	63	65	75	79	
Math						
Hispanic	43	40	59	66	72	
(Gap between Hispanic and White)	34	42	31	24	22	12
White	77	82	90	90	94	
(Gap between Black and White)	40	42	29	25	21	19
Black	37	40	61	65	73	
Economically Disadvantaged	39	38	59	66	72	
(Gap)	16	19	17	10	12	4
Non-Economically Disadvantaged	55	57	76	76	84	

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Houston Independent School District
Percent Passing Texas Assessment of Academic Skills(TAAS)
Reading and Math Scores 1994 to 1998

	1994	1995	1996	1997	1998	Change in Gap 94-98
Grade 7						
Reading						
Hispanic	52	59	65	70	70	
(Gap between Hispanic and White)	37	34	29	26	25	12
White	89	93	94	96	95	
(Gap between Black and White)	35	32	23	22	20	15
Black	54	61	71	74	75	
Math						
Hispanic	36	34	49	64	70	
(Gap between Hispanic and White)	45	45	39	28	23	22
White	81	79	88	92	93	
(Gap between Black and White)	48	47	39	32	28	20
Black	33	32	49	60	65	
Economically Disadvantaged	33	32	47	62	67	
(Gap)	17	17	19	11	13	4
Non-Economically Disadvantaged	50	49	66	73	80	
Grade 8						
Reading						
Hispanic	53	52	55	69	70	
(Gap between Hispanic and White)	34	39	38	26	26	8
White	87	91	93	95	96	
(Gap between Black and White)	32	32	29	21	20	12
Black	55	59	64	74	76	
Economically Disadvantaged	49	51	56	67	70	
(Gap)	18	16	16	15	15	3
Non-Economically Disadvantaged	67	67	72	82	85	
Math						
Hispanic	33	27	46	57	69	
(Gap between Hispanic and White)	43	50	40	33	22	21
White	76	77	86	90	91	
(Gap between Black and White)	37	50	40	32	23	14
Black	39	27	46	58	68	
Economically Disadvantaged	29	25	45	56	68	
(Gap)	17	17	16	13	11	6
Non-Economically Disadvantaged	46	42	61	69	79	

Houston Independent School District
Percent Passing Texas Assessment of Academic Skills (TAAS)
Reading and Math Scores 1994 to 1998

	1994	1995	1996	1997	1998	Change in Gap 94-98
Grade 10						
Reading						
Hispanic	56	53	62	71	75	
(Gap between Hispanic and White)	34	40	32	25	21	13
White	90	93	94	96	96	
(Gap between Black and White)	28	33	23	13	12	16
Black	62	60	71	83	84	
LEP	21	19	28	36	41	
(Gap between LEP and Non-LEP)	49	50	69	50	47	2
Non-LEP	70	69	77	86	88	
Economically Disadvantaged	52	51	60	68	75	
(Gap)	17	16	15	15	10	7
Non-Economically Disadvantaged	69	67	75	83	85	
Math						
Hispanic	39	34	45	51	63	
(Gap between Hispanic and White)	36	44	37	38	27	9
White	75	78	82	89	90	
(Gap between Black and White)	37	42	36	32	24	13
Black	38	36	46	57	66	
Economically Disadvantaged	37	35	43	51	65	
(Gap)	12	12	13	12	7	5
Non-Economically Disadvantaged	49	47	56	63	72	

African-American and Hispanic students have reduced gaps in reading and math on grades 3-8 and 10. LEP students also made considerable gains, narrowing gaps in reading on grades 3-5 and 10 and in math on grades 3-5. Economically disadvantaged students also made gains in reading on grades 3-5, 8, and 10 and in math for grades 3-8 and 10.

Jefferson County

SAT Scores Combined Verbal and Math

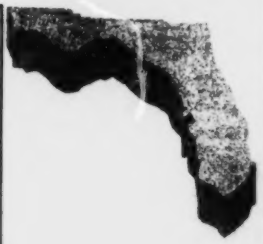
	1994-95	1995-96	1996-97	1997-98	Change in Gap 94-98
Black	811	914	899	930	
(Gap between Black and White)	186	170	188	173	13
White	997	1084	1087	1103	

Normal Curve Equivalemt Scores(NCEs) CAT/5 and CTBS/5*

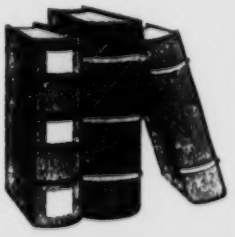
	1995-96	1996-97 (Fall)	1996-97 (Spring)	1997-98	Change in Gap 95-98
Grade3					
Reading					
Black	36	37	36	38	
(Gap between Black and White)	15	13	14	14	1
White	51	50	50	52	
Math					
Black	35	35	36	36	
(Gap between Black and White)	19	18	14	16	3
White	54	53	50	52	
Grade 9					
Reading					
Black	32	32	39	43	
(Gap between Black and White)	16	17	15	14	2
White	48	49	54	57	

* Jefferson County Public Schools switched from CAT/5 test to CTBS/5 test in the Spring of 1997

Since 1994, African-American students have narrowed the gap with their White counterparts by 13 points on SAT Combined Verbal and Math Scores. Progress was also made at the elementary level, with third grade African-American students narrowing the gap in both Reading and Math between 1994 and 1998.



Miami-Dade County Stanford-8 Achievement Test Median Percentile Scores	1998	1999	Change in Gap 98-99
Grade 2			
Reading Comprehension			
White	63	63	
(Gap between Hispanic and White)	26	23	3
Hispanic	37	40	
Grade 3			
Reading Comprehension			
White	63	63	
(Gap between Hispanic and White)	24	22	2
Hispanic	39	41	
Mathematics Applications			
Black	34	35	
(Gap between Black and White)	40	39	1
White	74	74	
Social Science			
Black	24	24	
(Gap between Black and White)	41	40	1
White	65	64	
(Gap between Hispanic and White)	24	23	1
Hispanic	41	41	
Grade 4			
Reading Comprehension			
Black	24	26	
(Gap between Black and White)	39	37	2
White	63	63	
(Gap between Hispanic and White)	23	21	2
Hispanic	40	42	
Mathematics Computations			
White	78	75	
(Gap between Hispanic and White)	10	7	3
Hispanic	68	68	
Mathematics Applications			
White	78	77	
(Gap between Hispanic and White)	19	18	1
Hispanic	59	59	
Grade 5			
Reading Comprehension			
Black	26	28	
(Gap between Black and White)	38	37	1
White	64	65	
Mathematics Computations			
Black	40	38	
(Gap between Black and White)	33	32	1
White	73	70	



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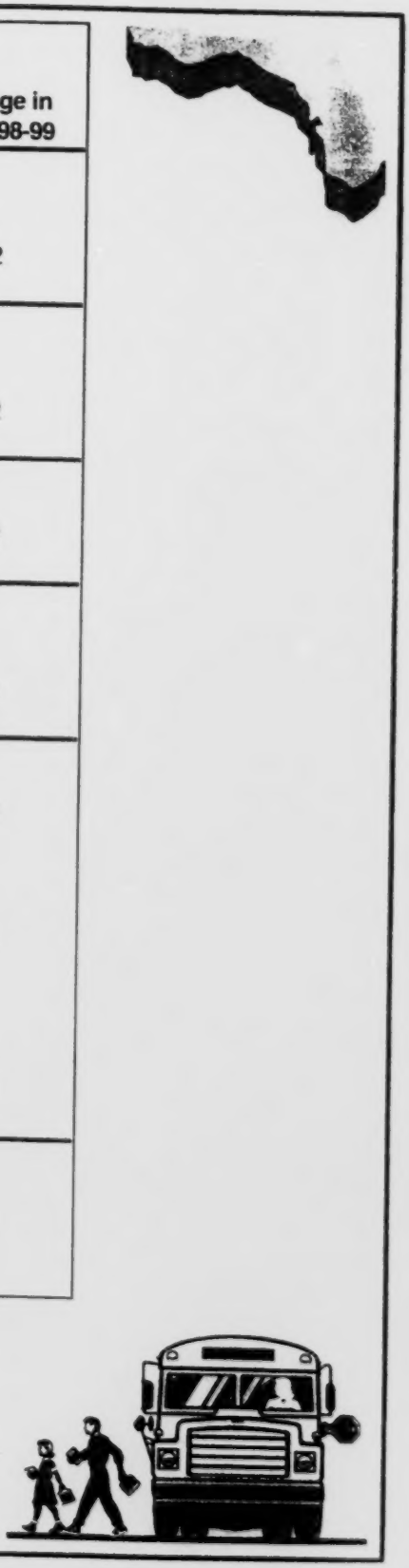
Miami-Dade County
Stanford-8 Achievement Test Median Percentile Scores

	1998	1999	Change in Gap 98-99
Grade 5			
Mathematics Applications			
White	79	79	
(Gap between Hispanic and White)	20	18	2
Hispanic	59	61	
Grade 6			
Mathematics Computations			
White	60	58	
(Gap between Hispanic and White)	18	16	2
Hispanic	42	42	
Mathematics Applications			
White	68	66	
(Gap between Hispanic and White)	25	23	2
Hispanic	43	43	
Grade 7			
Reading Comprehension			
White	66	66	
(Gap between Hispanic and White)	28	26	2
Hispanic	38	40	
Mathematics Computations			
Black	29	29	
(Gap between Black and White)	35	33	2
White	64	62	
Mathematics Applications			
Black	24	26	
(Gap between Black and White)	43	41	2
White	67	67	
Grade 8			
Mathematics Applications			
White	70	70	
(Gap between Hispanic and White)	24	20	4
Hispanic	46	50	
Science			
White	66	66	
(Gap between Hispanic and White)	28	24	4
Hispanic	38	42	



Miami-Dade County
Stanford-8 Achievement Test Median Percentile Scores

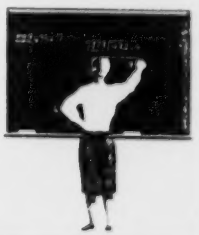
	1994	1995	1996	1997	1998	Change in Gap 94-98
Grade 4						
Math Applications						
Black	26	29	35	40	43	
(Gap between Black and White)	48	45	42	38	35	13
White	74	74	77	78	78	
(Gap between Hispanic and White)	28	21	21	19	19	9
Hispanic	46	53	56	59	59	
Grade 5						
Science						
Black	19	20	22	24	26	
(Gap between Black and White)	41	45	43	44	39	2
White	60	65	65	68	65	
(Gap between Hispanic and White)	25	26	24	26	19	6
Hispanic	35	39	41	42	46	

Between 1994 and 1998, both African-American and Hispanic fourth grade students narrowed the gap in Math Applications. African-American and Hispanic fifth graders made similar progress in Science over the same period. The two-year comparisons of SAT-8 scores also demonstrate African-American students making progress in Reading for grades 4 and 5, in Math Applications for grades 3 and 7, in Math Computation for grades 5 and 7, and in Social Science for grade 3. Hispanic students also made gains in Reading for grades 2,3,4, and 7, in Math Applications for grades 4,5,6, and 8, in Math Computation for grades 4 and 6, in Social Science for grade 3 and in Science for grade 8.

School District of Philadelphia
Percent of Students Scoring At/Above Basic on Stanford-9

	1996	1998	Change in Gap 96-98
4th Grade			
Reading			
Black	38	52	
(Gap between Black and White)	27	24	3
White	64	76	
(Gap between Hispanic and White)	31	23	8
Hispanic	34	53	
Math			
White	60	71	
(Gap between Hispanic and White)	29	24	5
Hispanic	31	47	
Science			
White	60	75	
(Gap between Hispanic and White)	31	24	7
Hispanic	30	51	
Four Year Graduation Rate			
Black	46	50	
(Gap between Black and White)	16	13	3
White	61	63	
(Gap between Hispanic and White)	26.	26	1
Hispanic	35	37	

Hispanic fourth grade students narrowed the gap in Reading, Math and Science while fourth grade African-Americans students also demonstrated progress in Reading. The four-year graduation rate for Philadelphia also demonstrates progress, as both African-American and Hispanic students closed the gap with their White counterparts.



San Francisco
Unmatched SAT-8 NCE Scores 1993-1998

	1994-95	1995-96	1996-97	1997-98	Change in Gap 93-98
Reading					
LEP	35	37	39	38	
(Gap between LEP and District)	13	12	11	12	1
District	48	48	49	50	
(Gap between Title I and District)	14	14	12	12	2
Title I	34	35	37	38	
Math					
LEP	41	44	46	46	
(Gap between LEP and District)	11	8	8	10	1
District	52	52	54	55	
(Gap between Title I and District)	19	11	15	14	5
Title I	33	41	39	41	

Both LEP and Title I students in San Francisco have narrowed the achievement gap with the district average as measured by unmatched NCE scores from 1994-1998.

Seattle Public Schools
Comprehensive Test of Basic Skills (CTBS) Scores
Normal Curve Equivalents (NCE)

	1994	1995	1996	1997	Change in Gap 94-97
Grade 4					
Total Reading					
Black	38	37	38	42	
(Gap between Black and White)	20	22	22	19	1
White	58	59	60	61	
Total Language					
Black	37	35	37	41	
(Gap between Black and White)	21	24	23	19	2
White	58	59	60	60	
(Gap between Hispanic and White)	15	17	13	14	1
Hispanic	43	42	47	46	
Total Math					
Black	33	31	35	39	
(Gap between Black and White)	22	25	23	21	1
White	55	56	58	60	
Grade 8					
Total Language					
White	57	58	59	58	
(Gap between Hispanic and White)	12	13	14	11	1
Hispanic	45	45	45	47	

Seattle Public Schools
Curriculum Frameworks Assessment System (CFAS) Scores
Normal Curve Equivalents

	1994	1995	1996	1997	Change in Gap 94-97
Grade 11					
Total History/Social Science					
Black	30	29	33	35	
(Gap between Black and White)	23	25	23	21	2
White	53	54	56	56	
(Gap between Hispanic and White)	15	14	18	13	2
Hispanic	38	40	38	43	
Total Language					
Black	32	34	35	37	
(Gap between Black and White)	23	22	22	20	3
White	55	56	57	57	
(Gap between Hispanic and White)	15	16	19	14	1
Hispanic	40	40	38	43	
Total Math					
Black	31	32	33	36	
(Gap between Black and White)	20	22	21	18	2
White	51	54	54	54	
(Gap between Hispanic and White)	14	18	14	10	4
Hispanic	37	36	40	44	

Direct Writing Assessment (DWA)
Percentage of Students Within Standard

	1995-96	1996-97	1997-98	Change in Gap 96-98
Grade 3				
Black	32	42	49	
(Gap between Black and White)	11	12	10	1
White	43	54	59	
Grade 5				
Black	39	50	52	
(Gap between Black and White)	6	7	0	6
White	45	57	52	
(Gap between Hispanic and White)	8	4	2	6
Hispanic	38	52	50	
Grade 8				
Black	43	52	59	
(Gap between Black and White)	4	0	-2	6
White	47	51	58	
(Gap between Hispanic and White)	5	2	1	3
Hispanic	43	49	57	
Grade 11				
White	48	51	50	
(Gap between Hispanic and White)	4	-1	1	4
Hispanic	44	51	49	

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Seattle Public Schools
Iowa Test of Basic Skills (ITBS) Standardized Test Results-Normal Curve Equivalents

	1996	1997	1998	Change in Gap 96-98
Elementary Schools: Grades 2-5				
Reading				
Black	38	40	43	
(Gap between Black and White)	23	22	20	3
White	61	62	63	
(Gap between Hispanic and White)	18	18	17	1
Hispanic	43	44	46	
Language				
Black	39	40	43	
(Gap between Black and White)	20	20	18	2
White	59	60	61	
(Gap between Hispanic and White)	15	14	14	1
Hispanic	44	46	47	
Math				
Black	37	41	43	
(Gap between Black and White)	21	20	19	2
White	58	61	62	
Middle Schools:Grades 6-8				
Math				
Black	35	35	37	
(Gap between Black and White)	24	24	23	1
White	59	59	60	
High Schools: Grades 9-12				
Language				
White	58	59	59	
(Gap between Hispanic and White)	16	14	15	1
Hispanic	42	45	44	

CTBS scores between 1994 and 1997 indicate that African-American students in the fourth grade made progress in Total Reading, Total Language and in Total Math while Hispanic students in grades 4 and 8 narrowed the gap in Total Language. Curriculum Framework Assessment System (CFAS) scores illustrate similar improvements for grade 11, with both African-American and Hispanic students gaining in Total History/ Social Science, Total language and Total Math. The results from the Direct Writing Assessment (DWA) also reveals progress with African-American students gaining in grades 3, 5, and 8 and Hispanic students gaining in grades 5, 8, and 11.

Common Strategies for Closing Achievement Gaps

The following are some of the most common strategies for closing Achievement Gaps that are being used by urban school districts. These strategies, although not exhaustive, are intended to provide examples of the strategies being implemented in urban districts.

- Extended professional development for staff
- Reduced class size
- Early identification of at-risk students
- Clear expectations for students and staff
- Establishing and reviewing annual achievement goals
- Increased parental involvement
- Extended learning time: longer school-day, longer school year, summer school, after-school tutorials, and Saturday enrichment opportunities
- Increased emphasis on reading in early grades
- Additional use of instructional and curriculum specialists
- Increased community partnerships and minority mentoring programs
- Disaggregating and monitoring student achievement data
- Using multiple assessments
- Increased extracurricular activities
- Developing and implementing content and performance standards
- Implementing school based improvement planning and accountability

Directory of Achievement Gap Contacts

District	*Task Force/ Committee*	*First Name*	*Last Name*	*Work Phone*
Detroit	District-Wide Accreditation Council	Viola	Walker	(313) 494-1075
Jefferson County	Diversity System Task Force	Bernard	Minnis	(502) 485-3506
Los Angeles	Interventions Task Force	Norma	Armenta	(213) 625-6389
Memphis	Memphis Urban Systemic Initiative	Marieta	Harris	(901) 722-4552
Miami-Dade County	Narrowing the Ach. Gap Task Force	Joseph	Mathos	(305) 995-1443
Minneapolis	Executive Leadership Team	David	Dudycha	(612) 668-0212
Nashville	Accountability Framework Task Force	Nancy	Simpkins	(615) 259-8773
New Orleans	Student Achievement Committee	Carolyn	Ford	(504) 286-2828
Norfolk	Community Assistance with the SOL's Task Force	Herman	Clark	(757) 441-2578
Norfolk	Norfolk Quality School Initiative	Thomas	Lockamy	(757) 441-2141
Oakland	African-American Task Force	Sylvester	Hodges	(510) 879-8200
Oakland	Latino Education Task Force	Josefina	Alvaredo	(510) 879-8200
Philadelphia	Policy 102 Committee	Katherine	Conner	(215) 299-3652
Philadelphia	Philadelphia Urban Systemic Initiative	Clara	Tolbert	(215) 299-7840
Rochester	Instructional Cabinet	Cecilia	Griffin-Golden	(716) 262-8300
Salt Lake City	Community Governing Board	Cindi	Seidel	(801) 578-4246
San Diego	Academic Achievement Council	Mary	Hopper	(619) 293-8222
San Francisco	Task Force on African-American Achievement	Anthony	Anderson	(415) 241-6080
Toledo	School Improvement Committee	Craig	Cotner	(419) 729-8436

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National Task Force on Closing the Achievement Gaps

Council of the Great City Schools

Task Force Chairs

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Rochester Public Schools

Felix Arroyo, School Board
Boston Public Schools

Philip Rusche, Dean
California State University, Northridge

Members

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Dolores Annato, Fresno Unified School District
Katherine Blasik, Broward County Public Schools
Holmes Braddock, Miami-Dade County Public Schools
Judie Budnick, Broward County School District
Benjamin Canada, Portland Public Schools
Victoria Castro, Los Angeles Unified Schools
James Christ, Tucson Unified School District
June Collins Rimmer, Indianapolis Public Schools
Marvin Crawford, Oklahoma City Public Schools
Sadie Dennard, Atlanta Public Schools
Maryellen Donahue, Boston Public Schools
Dale Frederick, Pittsburgh Public Schools
Vilma Diaz, Broward County Public Schools
Ann Elmore, Jefferson County Public Schools
Maureen Flanagan, St. Paul Public Schools
Mary Futrell, George Washington University
Arthur Gaines, Houston Independent School District
Richard Galusha, Omaha Public Schools
Carry Goodell, New York City Public Schools
Jim Grathwol, Minneapolis Public Schools
Merrill Grant, Toledo Public Schools
Alveta Green, Norfolk Public Schools
Cecilia Griffin Golden, Rochester

Pat Harvey, St. Paul Public Schools
William Harvey, University of Wisconsin-Milwaukee
Loretta Heard, Columbus Public Schools
Pamela Hoffler-Riddick, Norfolk Public Schools
Steve Ilmer, Wayne State University
Lila Jacobs, California State University-Sacramento
Marvin Jackson, Rochester Public Schools
Florence Johnson, Buffalo Public Schools
John Johnson, Miami-Dade County Public Schools
Dan Kelley, San Francisco Unified School District
Karen Knight, Broward County Public Schools
Thomas Lasley, Dayton University
Vilma Leake, Charlotte-Mecklenburg Public Schools
Juan Lopez, Providence Public Schools
Clark Lovell, Milwaukee Public Schools
Joseph Mathos, Miami-Dade County Public Schools
Alex Matthews, Pittsburgh Public Schools
Tom Matczynski, University of Dayton
Mona McGregor, Omaha Public Schools
Henry Meanes, University of Michigan
Meridth Miller, Minneapolis Public Schools
Sandra Miller, Minneapolis Public Schools
Bernard Minnis, Jefferson County Public Schools
Robert Monke, California State Univeristy-Fresno
Bill Moss, Columbus Public Schools
Hardy Murphy, Fort Worth Public Schools
Don Nielsen, Seattle Public Schools
Florentino Noriega, Fresno Unified School District
Peter Otero, Monroe Community College
Ron Price, Dallas Public Schools
Carole Quan, Oakland Unified School District
George Raiss, Norfolk Public Schools
Roger Reese, Baltimore City Public Schools
Joseph Rutherford, Toledo Public Schools
Barbara Shaad-Lamphere, Seattle Public Schools
John Simpson, Norfolk Public Schools
Eric Smith, Charlotte-Mecklenburg Public Schools
Joan Smith, University of Oklahoma
Veronica Thomas, Howard University
Mary Thornton, St. Paul Public Schools
David Tokofsky, Los Angeles Unified Public Schools
Robert Vos, Florida International University
Evelyn White, Tennessee State University
James Williams, Dayton Public Schools
Lynn Winters, Long Beach Unified School District